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ABSTRACT

Learning modules emphasizing the anthropological aspects of human and race relations to supplement social studies textbooks used in grades 7-12 were developed. The final report describes pre-project activities, module development, and project evaluation and accomplishments. Pre-project activities included media publicity, reviewing social studies courses to determine which ones lent themselves to the project goals, and selection of participants. Secondary teachers from the Memphis (Tennessee) public schools attended classes to learn about the anthropological concepts of human diversity and ethnicity, and then, under the leadership of Memphis State University staff, developed instructional modules that utilized a problem solving and valuing approach for use in the schools' social studies courses. Pre- and post-tests indicated an improvement of teachers' knowledge of ethnicity concepts. The modules were critiqued by university staff and outside reviewers; revisions were made based on the feedback. Appendices, which comprise about half the report, include advertising information, a listing and definitions of the anthropological concepts dealt with, an outline of the module concepts for the various social studies subject areas, and a time line of project activities. (RM)

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PROJECT TO INCORPORATE ANTHROPOLOGICAL CONCEPTS OF HUMAN DIVERSITY IN SECONDARY SOCIAL STUDIES CURRICULA

(PROJECT ANTHROPOLOGY)

Summer 1980

Department of Curriculum and Instruction
College of Education
Memphis State University

National Science Foundation

SO 014 937

NATIONAL SCIENCE FOUNDATION
Washington, D.C. 20550

FINAL PROJECT REPORT
NSF FORM 98A

PLEASE READ INSTRUCTIONS ON REVERSE BEFORE COMPLETING

PART I–PROJECT IDENTIFICATION INFORMATION

1. Institution and Address	2. NSF Program	3. NSF Award Number
Memphis State University Memphis, TN 38152	Pre-College Teacher Dev.	SPI-8000626
	4. Award Period From 2/1/80 To 1/31/82	5. Cumulative Award Amount $42,518.00

6. Project Title

Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula

PART II–SUMMARY OF COMPLETED PROJECT *(FOR PUBLIC USE)*

The Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula was designed to develop anthropology based activities that could be used to supplement the ongoing social studies program. Sixty-six (66) public school teachers participated in developing the 1,250 student-oriented activities contained in the anthropology kit produced as a result of this program. Specific tasks accomplished in the project are described in the sequence of process objectives that follow:

Objective 1: Develop with secondary social studies teachers an understanding of basic anthropological concepts and generalizations dealing with human and race relations in urban environments.

Objective 2: Develop learning modules to supplement social studies units for grades 7-12, emphasizing the anthropological aspects of human and race relations.

Objective 3: Disseminate the supplemental modules to secondary social studies classrooms in the Memphis City Schools.

The positive concomitant effects, such as improved public school-university relations, curriculum improvement, attention to real community problems, and in-service type training, as well as the accomplishments of the main thrust of the project, reinforce the validity, the efficiency, and the progress that has taken place during this program.

PART III–TECHNICAL INFORMATION *(FOR PROGRAM MANAGEMENT USES)*

1. ITEM *(Check appropriate blocks)*	NONE	ATTACHED	PREVIOUSLY FURNISHED	TO BE FURNISHED SEPARATELY TO PROGRAM	
				Check (√)	Approx. Date
a. Abstracts of Theses	X				
b. Publication Citations	X				
c. Data on Scientific Collaborators		X			
d. Information on Inventions	X				
e. Technical Description of Project and Results		X			
f. Other *(specify)*					

2. Principal Investigator/Project Director Name *(Typed)*	3. Principal Investigator/Project Director Signature	4. Date
Duane M. Giannangelo, Ph.D.		

NSF Form 98A (5-78) Supersedes All Previous Editions

Form Approved OMB No. 99-...

PROJECT STAFF

Dr. Duane M. Giannangelo. Project Director and Social Studies Specialist. Department of Curriculum and Instruction. Memphis State University.

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Dr. John A. Masla. Curriculum Specialist. Department of Curriculum and Instruction. Memphis State University.

Dr. David Stevenson. Anthropology Specialist. Department of Anthropology. Memphis State University.

Dr. John F. Thompson. Curriculum Specialist. Department of Curriculum and Instruction. Memphis State University.

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INTRODUCTION

The Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula was designed to develop anthropology based activities that could be used to supplement the ongoing social studies program. Further, it was stipulated that social studies teachers along with university personnel would cooperatively plan and develop the curricular materials.

Specific tasks accomplished in the **project** are described in the sequence of process objectives that follows:

Objective 1: Develop with secondary social studies teachers an understanding of basic anthropological concepts and generalizations dealing with human and race relations in urban environments.

Objective 2: Develop learning modules to supplement social studies units for grades 7-12 emphasizing the anthropological aspects of human and race relations.

Objective 3: Disseminate the supplemental modules to secondary social studies classrooms in the Memphis City Schools.

The curriculum model utilized for this project is based on three premises. First, it is assumed that the process of curriculum development must involve educators from various areas and levels of the profession, including representatives

from groups for whom the curriculum is intended. Effective curriculum development needs to be viewed as a system which involves personality structures in social settings as well as subject matter and instructional methodology. Thus, classroom teachers are viewed as an important element in curriculum development.

Second, an effective curriculum supplement must be somewhat comprehensive in scope. Curricular materials, instructional strategies, and learning modules must be designed to accomodate the interests and needs of relevant consumer groups. Consequently, the curriculum model used in the present study is designed to maximize its generalizability and transferability.

Third, it is necessary to identify organizing centers around which instructional strategies and curriculum materials can be organized.

Teachers were seen in the present research as having the technical expertise needed to develop a curriculum supplement and translate it into instructional strategies. Therefore, they had the primary responsibility for the development of the anthropology curriculum supplement. It was the task of the university educators to collaborate with and facilitate the efforts of the public school teachers. Ten instructional modules were developed to supplement ten social

studies courses in the Memphis secondary schools. Each of these modules deals with specific anthropology concepts of ethnicity and human diversity that directly relates to the course content. Every module is divided into five sections and every section is intended to develop knowledges, understandings, and appreciations of a particular concept. These concepts are viewed as being easily included within the ongoing secondary social studies curriculum of the Memphis City Schools.

Recognizing the need for an action oriented valuing process in social studies education, the model developed by Raths, Harmin, and Simon (1966) was used as one departure point for planning the ten instructional modules. As described by its developers, this model for valuing includes three steps: (choosing freely from among alternatives after thoughtful consideration of the consequences of each alternative course of action, (2) public affirmation of the chosen alternative as an indication that the choice is cherished, and (3) doing something repeatedly with the choice in some pattern of life. This model suggests the need for three types of objectives and corresponding learning opportunities. It also suggests a sequence for these types of objectives and opportunities.

Since the first step in the valuing process entails the

formulation and evaluation of a course of action, Bloom's (1956) taxonomy of cognitive behavior was used to formulate specific objectives and structure learning activities for the instructional modules. The levels of cognitive behaviors identified by Bloom and his colleagues are organized in the following hierarchy:

1. Knowledge (lowest level of cognitive behavior)
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation (highest level of cognitive behavior)

Evaluation as defined by Bloom and his colleagues requires that reasons be given for selecting courses of action. For purposes of values clarification, Kohlberg's (1975) scheme of moral reasoning was used as a framework for evaluating and ordering the types of reasons which learners give for a selected course of action. The stages of moral reasoning identified by Kohlberg not only provide a basis for evaluating courses of action selected by a student or group of students, but also provide a basis for adjusting learning activities to the appropriate educational level of the student.

PRE-PROJECT ACTIVITIES

Upon notification of funding for the Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social

Studies Curricula, the project director began a multi-media capaign to publize the project. First, a brochure was designed and distributed to all secondary social studies teachers in the Memphis City School System. This brochure 1) described the general nature of the program; 2) enumerated the project objectives; 3) detailed information relating to project length, academic credit received, tuition waiver, sponsor support, meal allowance; 4) indicated those eligible to participate; 5) identified nationally recognized anthropologists who served as consultants; 6) identified Memphis State University project staff; 7) included an application form. See Appendix A.

Second, the Media Relations Office of Memphis State University sent a news release to the local daily newspapers and the Memphis City School System newsletter. This news release detailed the salient aspects of the program. This National Science Foundation project received good coverage in several Memphis area newspapers. See Appendix B.

Third, the project also received media publicity via radio and television. The project director was interviewed by local newscasters and the interviews were broadcast over local stations.

Another pre-project task completed in March of 1980 was the securing of a commitment of the two outside consultants

to interact with the project participants (secondary social studies teachers). Dr. George Armelagos of the University of Massachusetts at Amherst and Dr. Louis Carlson of Western Michigan University at Kalamazoo worked with the local teachers developing anthropological background in the areas of human diversity and ethnicity.

Prior to the formal beginning of the program, the project staff at Memphis State University was involved in the preliminary module planning phase. This aspect of the grant dealt with reviewing all of the thirteen secondary social studies courses offered in the Memphis City Schools. After perusing the curriculum guides and the textbooks, it was decided that ten (10) courses lent themselves extremely well to the goals of this project. Next each of the selected courses was divided into five (5) appropriate sections. Each section was then assigned an anthropolgical concept that could be easily and appropriately incorporated into the on-going social studies curriculum. Thus, five (5) different anthropological concepts for each of the ten (10) selected social studies courses or a total of fifty (50) anthropological concepts related to ethnicity and human diversity were identified. See Appendix C.

A major pre-project task was detailing the four week program for the university project staff, the project par-

ticipants, and the external consultants. Each daily session lasted from 8:00 a.m. until 2:30 p.m. with a thirty (30) minute lunch break.

The final major pre-project task was the selection of project participants and organizing the ten (10) planning and writing task forces. All of the information needed to identify eligible teachers was provided on the application form included in the publicity brohcure. Seventy-two (72) teachers were selected and agreed to participate. However, during the first week of the program, six (6) teachers were called upon to teach summer school and thus withdrew from the anthropology project. Thus, a total of sixty-six teachers completed this National Science Foundation summer program.

Each of the ten (10) planning and writing task forces was composed of six (6) or seven (7) participants. Each task force was assigned to one (1) of the following ten (10) social studies courses:

a. Social Studies - Grade 7
b. Tennessee History - Grade 7
c. United States History - Grade 8
d. Civics - Grade 9
e. World History - Grade 10
f. World Geography - Grade 11
g. American History - Grade 12
h. American Government - Grade 12
i. Economics - Grade 12
j. Sociology - Grade 12

MODULE DEVELOPMENT

The activities in the ten (10) instructional modules were designed to include different modes of instruction and levels of knowledge in order that learning experiences would be significant for students of various ability levels. The modules also contained a wide variety of instructional materials and activities -- games, films, field trips, simulations, role-playing, labs, discussions, and use of community resources. It was intended that these experiences should lead students toward "doing" rather than "talking about" problems and/or concerns in their environment. Also included was an emphasis on involving significant community resource people in order to encourage more student-adult interaction. Most importantly, the program design was based on the belief that all activities should lead students toward an active role in actually proposing possible solutions to some of the significant problems and/or concerns they would encounter.

Each instructional module was designed so that it would coincide with specific chapters in each textbook. See Appendix C. The module activities may be self-selected by students or by the instructor in accordance with general curriculum objectives, available resources, and student interest. In addition, each module includes large and small

group activities as well as individual learning opportunities.

Under the leadership of the university staff, all participants spent five and one half (5½) hours a day for three (3) weeks in June, 1980, developing the materials. The first major task of each team was to develop specific curricular objectives to accomplish the following primary goals:

1. Implementation of an action-oriented and community-based curriculum project dealing with the understanding of concepts of ethnicity and human diversity.
2. Utilization of the secondary school social studies curriculum framework for increasing awareness in the community that the need exists for immediate solutions to and long-range planning for ethnic problems unique to urban settings.
3. Education of citizenry in the process of problem solving and of making intelligent value choices that can be translated into courses of action.
4. Development of intelligent strategies and actions for solving specific urban human diversity problems and/or concerns.

5. Achievement of a fuller understanding of the urban environment, problems that confront it, the interrelationships within the community, and opportunities for the individual to be effective in working toward the solution of urban ethnic problems and/or concerns.

As the goals indicate, the problem solving process was the implicit focus around which the materials were designed.

Thus, the following global objectives for achieving the major goals were developed:

1. The students will have knowledge of and be able to apply the problem-solving process to ethnicity issues.
2. The students will be aware of ethnicity problems and/or concerns and work to a solution of at least one.
3. The students will be able to apply the valuing processesses in the analysis of urban ethnicity issues.

The specific core objectives developed for the ten (10) instructional modules were as follows:

1. The students will be aware of the contents of each module and will be able to define and describe a minimum of terminology/concepts related to this module.

2. The students will become involved with at least one specific problem and/or concern per module and derive a workable solution to each problem and/or concern.
3. The students will demonstrate ability to apply valuing processes by stating pros and cons of alternatives of at least one problem and/or concern explored in the module.

After the goals and objectives for the modules were developed, the teams began designing specific activities for accomplishing these goals and objectives. The time framework under which these major tasks were accomplished is indicated in Appendix D.

In order for teachers to maximize the potential of the anthropology instructional materials, a teacher training manual was developed. This manual was designed so that it could be used by teachers on an individual basis. It is felt that the manual is comprehensive enough to insure proper implementation of the anthropology curriculum supplement.

The introduction to the manual is comprised of an abstract of the project as well as a section describing the need for this type of program, the goals of the project, and the philosophy and overview of the curricular materials. The teacher training manual also includes a definition of each of the fifty (50) concepts around which the modules were developed. Each instructional module contains five (5) subtopics.

Within each of these subtopics, there are twenty-five (25) activities in which the students may choose to engage. The definition of each module subtopic concept identifies the major objective for the group of learning experiences as well as the types of activities and materials included.

Since the entire program is based on utilization of a problem-solving approach, a significant portion of the teacher manual is devoted to this topic. It is the intent that teachers using these materials will first focus on the problem-solving process themselves in order to understand it, and then work with their students to help them refine their own problem-solving skills. With this as a solid background, the teaching/learning process can then use this problem-solving skill to attack local ethnicity problems and/or concerns.

In order to help teachers understand the problem-solving process, it is necessary to actually go through the process, step by step, and experience both the actual outcomes of each step as well as what happens in the process of determining the outcomes at each point. Through a series of exercises, teachers gain actual experiences in working with problems and the process. Rational/creative problem-solving processes are applied in doing these exercises.

Human diversity problems and issues are much more value problems than technical or social problems. Each of us has a value structure that strongly influences the selection of the various components of our life. In working with the problem-solving process, the values are

at work there too. Those issues that a person labels a "problem" directly relate to her/his value structure. According to Raths, valuing is composed of prizing one's beliefs and behaviors, choosing one's beliefs and behaviors, and acting on one's beliefs. These are closely tied to the processes of problem-solving and in dealing with ethnicity issues. In order to gain an initial insight into the valuing process, the manual provides several suggested activities which individual teachers can pursue.

EVALUATION

The evaluation scheme used to determine the success of this project was twofold. First, the portion of the project devoted to developing anthropology background with the participants was assessed via pre-post test instrumentation. This evaluation focused on the teachers' knowledge and understanding of the fifty (50) concepts upon which the instructional modules were developed.

TABLE 1

Comparison of Pre-Post Test Results of Participant Knowledge and Understanding Ethnicity Concepts

Test	N	Standard Deviation	Mean Score	t-Value
Pre-test	66	5.8	23.9	
Post-test	66	7.9	33.2	-9.59*

*Significant at the .01 level.

As indicated in Table 1, there was a mean gain of 9.3 points in the participants' scores on the forty-five (45) item multiple choice instrument used to measure knowledge and understanding of the anthropological concepts of human diversity and ethnicity. It seems reasonable to conclude that the variety of instructional activities that took place during week one of the project had the desired effect of increasing the academic competency of the participants to the level necessary for the development the anthropology curriculum supplement. It is important to note that the following types of instruction took place during that portion of the project: 1) lecture/discussion, 2) text reading assignments, 3) two external consultant speakers, 4) community field trip, 5) films, 6) slide presentations, 7) tape recordings. This variety of instructional techniques provided the participants an opportunity to internalize an understanding of the concepts rather than merely memorize the definitions of the concepts.

The second phase of the project evaluation was a continuous and ongoing evaluation of the module development. The project staff critiqued each of the activities developed by the ten task forces. Activities that were judged to be inappropriate or needed to be reworked or improved were returned to the appropriate task force with written comments and suggestions for improvement. The following criteria were evaluated in each module: 1) appropriateness of concept development; 2) appropriateness of terminology utilized; 3) variety and appropriateness of activities to provide background information; 4) provision in module for each student to identify a

real problem and some possible solutions.

In addition to the project staff being involved in the second phase of the evaluation process, other educators not formally associated with the project evaluated randomly selected module components. These evaluations provided a nonbiased review of the project efforts. See Appendix E for reviewers' comments.

ACCOMPLISHMENTS

Highlighted below are some of the major accomplishments of the Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula research, which are suggestive of the educational importance of this undertaking.

1. One of the most significant accomplishments of the project is the provision for students to have direct involvement with real-life ethnicity issues in their own urban community. These students will be actively involved in a reality-oriented problem-solving process with continued follow-through. As noted in the professional literature, similar projects frequently involve students in artificial, remote, and preliminary steps of problem-solving. Thus, these learning experiences are superficial and short-lived at best. In the current project, however, the students will be

engaged in identifying actual ethnicity problems in their everyday lives and pursuing the resolution of these problems through the problem-solving process. Meaningful solutions will be generated by students interacting with adults, community representatives, educators, and governmental agencies. The significance of this accomplishment is that the students will be actively involved in designing their own educational experiences.

2. Another important accomplishment is that the modules originally created by the teachers during the summer of 1980 have been edited in such a way as to insure that the creators will recognize them as teacher-designed products. The modules were not modified, edited, and revised by outside "experts" to such a degree that the teachers who originally developed them would feel they were being asked to use so-called "teacher-proof" imported instructional packages. In effect, the users had the major input in developing their own education tools.
3. The instructional modules developed also lend themselves to a variety of instructional organizational patterns, i.e., self-contained classroom situation, non-graded approach, open education, multi-grade

grouping, and individualized approaches. Materials were designed so that students can work independently, in small groups, or large groups while engaged in these problem-solving activities. Consequently, teachers with various styles or various teaching strategies can use these anthropology modules in a variety of teaching situations. These materials also are adaptable to students with varying ability levels.

4. Another accomplishment of the project is the continuing development of the Memphis State University faculty with regard to human diversity and ethnicity. During the early phases of the project, it had become evident that professors in education responsible for teaching teachers in the area of social studies needed more first-hand experiences with the concepts of human diversity and ethnicity. The faculty involved in the current project has undertaken individual "professional growth" in this area. As a result of these initiatives, new activities are being introduced into existing college courses focusing on multi-cultural issues.
5. The Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula is impacting on the Memphis City School curriculum by filling the void that exists. Until the present, there

was no anthropology content in the social studies curriculum. Through the current project, there is now an organized anthropology curriculum supplement at the secondary school level that is being employed in the 1980-81 academic year. Specific instructional strategies and learning activities developed through this project are also being incorporated into the social studies curriculum in the Memphis City Schools.

6. One of the most significant aspects of this project, as reported by public scoool personnel, is that it has the involvement of administrators, curriculum specialists, supervisors, and teachers. This anthropology package was developed cooperatively by persons from various levels of the public school system and Memphis State University.
7. Another outgrowth of this project is the increased knowledge base regarding human diversity problems in the community. This comes about by having the various target groups systematically analyze the ethnicity issues that effect their daily lives.
8. Another outgrowth of this project is the vehicle that this National Science Foundation grant provided for the Memphis State University personnel and Memphis City School personnel to collaborate on a cooperative

basis. Together these two groups designed, developed, and demonstrated an effective working relationship among the various levels of educators from these two groups.

9. Three project staff members have had a proposal accepted to make a presentation summarizing the Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula at the annual conference of the National Council for the Social Studies. The 1980 national meeting is being held in New Orleans, Louisiana, during the week of November 23. The staff members participating in this presentation are Dr. Duane M. Giannangelo (project director), Dr. Thomas W. Collins (anthropology specialist), and Dr. John A. Masla (curriculum specialist).

APPENDIX A

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

NATIONAL SCIENCE FOUNDATION GRANT

PROJECT TO INCORPORATE ANTHROPOLOGICAL CONCEPTS OF HUMAN DIVERSITY IN SECONDARY SOCIAL STUDIES CURRICULA

BEST COPY AVAILABLE

DEPARTMENT OF
CURRICULUM AND INSTRUCTION
424 EDUCATION BUILDING
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University is offering a four week, six credit course dealing with the incorporation of anthropology in secondary social studies classrooms. You are invited to apply for participation in this course.

BACKGROUND

Over the past two decades, metropolitan Memphis has undergone substantial social and economic change. Numerous events and processes, such as the civil rights movement, the assassination of Dr. Martin Luther King, deepening socio-economic divisions within the black community, and court-ordered school desegregation have all underscored this change. In particular, school desegregation has created adjustment problems for classroom teachers and students of both races.

There is a need for a substantive as well as a relevent human relations component to be incorporated into the ongoing curricula. Human relations curricula supplements must go beyond merely arousing affective awareness on the part of students and imparting isolated bits of information. The citizenry needs to be educated in the process of making intelligent value choices and of translating these choices into courses of action if it is to be capable of doing more than merely being cognizant of its situation. The need exists for a human interaction curriculum supplement that combines affective awareness, knowledge, and cognitive abilities with an action oriented model for valuing.

Classroom teachers have the technical expertise needed to develop curricula and instructional modules. Therefore, they will assume the primary responsibility for the development of these materials. It will be the task of university personnel to develop a framework for these collaborative efforts.

OBJECTIVES

1. Develop an understanding of basic anthropological concepts and generalizations dealing with human and race relations in urban environments—specifically the Memphis Metropolitan Area and the Mississippi Delta.
2. Develop learning modules to supplement the social studies curriculum for grades 7-12 emphasizing the anthropological aspects of human and race relations.
3. Dissemination of the supplemental modules to secondary social studies classrooms in the Memphis City Schools.

PROJECT DATES

This project will begin on **June 2, 1980** and end on **June 27, 1980.**

ACADEMIC CREDIT

Participants will be offered six semester hours of credit in the Department of Curriculum and Instruction at Memphis State University. In order to receive this credit, each participant must satisfactorily complete all of the course requirements.

TUITION

The normal tuition fees will be waived by Memphis State University.

FINANCIAL SUPPORT

The National Science Foundation is providing support for this project.

MEALS

Each participant will be allotted $4.00 per day for the noon meal.

ELIGIBILITY

Secondary (grades 7-12) social studies teachers in the Memphis City School System are eligible to apply for this project.

APPLICATION

To apply, participants should return the attached form. For further information you may call Dr. Duane M. Giannangelo at 454-2379. **Application deadline is April 30, 1980.**

MEMPHIS STATE UNIVERSITY PROJECT STAFF

Duane M. Giannangelo, Project Director

Thomas W. Collins, Associate Director

John A. Masla, Department of Curriculum and Instruction

David R. Stevenson, Department of Anthropology

John F. Thompson, Department of Curriculum and Instruction

Charles Williams, Department of Anthropology

CONSULTANTS

Dr. George J. Aremelagos
University of Massachusetts—Amherst

Dr. Louis W. Carlson
Western Michigan University—Kalamazoo

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NATIONAL SCIENCE FOUNDATION GRANT

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APPLICATION FOR PROJECT TO INCORPORATE ANTHROPOLOGICAL CONCEPTS OF HUMAN DIVERSITY IN SECONDARY SOCIAL STUDIES CURRICULA

NAME _____

SOCIAL SECURITY # _____

HOME ADDRESS _____
(Street)

_____
(City) (Zip)

HOME PHONE _____

SCHOOL _____

SCHOOL PHONE _____

TEACHING CERTIFICATE # _____

YEARS TEACHING EXPERIENCE _____

INDICATE COURSES TAUGHT DURING 1979-1980 ACADEMIC YEAR:

_____ American History
_____ Civics
_____ Economics
_____ Government
_____ Latin American History
_____ Political Behavior
_____ Social Interaction
_____ Social Studies
_____ Sociology
_____ World Geography
_____ World History

APPLICATION DEADLINE: APRIL 30, 1980

An Equal Opportunity University

DR. DUANE M. GIANNANGELO
DEPARTMENT OF CURRICULUM AND INSTRUCTION
424 EDUCATION BUILDING
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

APPENDIX B

Memphis Press-Scimitar

WEATHER FORECAST: Chance of thunderstorms today. Partly cloudy tonight, tomorrow. Low in mid- 40s. High in mid-60s. (Details on Page 2.)

100TH YEAR—NO. 124 MEMPHIS, TENN., THURSDAY, APRIL 3, 1980 TELEPHONES: NEWS and GENERAL 529-2500 CIRCULATION 529-2666 WANT ADS 529-2700

City Teachers Offered Desegregation Course

Memphis State University will offer a four-week course in June to city school teachers to help them better adjust to school desegregation in Memphis.

Dr. Duane Giannangelo, assistant professor of curriculum and instruction, and Dr. Thomas Collins, chairman of the anthropology department, will co-direct the course which was made possible by a $42,518 National Science Foundation grant.

There are openings for 72 secondary social studies teachers from the Memphis City School System to participate in the course, which will run for four weeks in June in the MSU Campus School auditorium.

"School desegregation in Memphis has created adjustment problems for students and teachers of both races," Dr. Giannangelo said. "To aid the teacher in making these adjustments, we need to develop a relevant human relations component for the curricula which will educate students in the process of making intelligent value choices."

The course will incorporate appropriate aspects of anthropology into the social studies program, she said.

The first few days of the course will be devoted to lectures by guest speakers, including Dr. James Brooks of the University of Washington, Dr. George Armelogos of the University of Massachusetts, and MSU faculty members: Dr. Charles Williams Jr., Dr. David R. Stevenson, Dr. John F. Thompson and Dr. John Masla.

The remainder of the course will focus on formulating problem solving techniques and expanding the social studies program to include anthropological activities in the curriculum.

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VOL. 8, NO. VIII | 32 PAGES | GERMANTOWN, TENNESSEE | THURSDAY, APRIL 10, 1980

Anthropolgy Stressed In Classroom Change

A program designed to help teachers meet the changing cultural and social climate of the classroom will be offered at Memphis State University this summer.

Dr. Duane Giannangelo, assistant professor of curriculum and instruction, and Dr. Thomas Collins, chairman of the anthropology department, will co-direct the program which was made possible by a $42,518 National Science Foundation grant.

As many as 72 secondary social studies teachers from the Memphis City School System will participate in the program in June in the MSU Campus School auditorium.

Giannangelo said there is a current need for the program. "Traditionally secondary schools' social studies classes have been directed toward the study and accumulation of historical facts," he said. "What we propose is to incorporate the appropriate aspects of anthropolgy into the social studies program."

Some of the concepts the course will introduce are origins of race, concepts of cultural pluralism, need for ethnic identity, role of the extended family and the position of the Black church in society.

The changing makeup of the classroom has created a new set of circumstances for the teacher. "School desegregation in Memphis has created adjustment problems for classroom students and teachers of both races," said Giannangelo. "In order to aid the teacher in making these adjustments, we need to develop a relevant human relations component for the curricula which will educate students in the process of making intelligent value choices and how to translate these choices into action."

The workshop will be divided into four weeks of instruction, with the opening days devoted to lectures by guest speakers. Among those to appear include several members of the MSU faculty, Dr. Charles Williams Jr. and Dr. David R. Stevenson, both assistant professors of anthropology at MSU; Dr. John F. Thompson, associate professor of curriculum and instruction; Dr. John Masla, chairman of the department of curriculum and instruction at MSU; and two outside speakers, Dr. James Brooks of the University of Washington and Dr. George Armelogos, University of Massachusetts.

The remaining weeks will focus on formulating problem-solving techniques and expanding the social studies program to include anthropological activities in the curriculum.

"The program will be the basis for a compilation of printed material for distribution to secondary school teachers in the Memphis City School System," said Giannangelo.

BEST COPY AVAILABLE

APPENDIX C

PROJECT TO INCORPORATE ANTHROPOLOGICAL
CONCEPTS OF HUMAN DIVERSITY IN SECONDARY
SOCIAL STUDIES CURRICULA

ANTHROPOLOGICAL CONCEPTS

ADAPTATION - the process by which humans are able to change, both physically and socioculturally, to meet the demands of the environment.

ASSIMILATION - disappearance of a minority group through the loss of particular identifying physical or sociocultural characteristics.

BAND - simplest level of social organization; marked by very little political organization and consisting of small (50-300 persons) groups of families.

BIOLOGICAL RACE - subdivision of the human family in which its members, or members of another group, agree upon their similarity in physical characteristics. Biological races generally stem from the same gene pool.

CAPITALISM - economic system in which investment in and ownership of the means of production, distribution, and exchange of wealth is made and maintained chiefly by private individuals or corporations.

CASTE SYSTEM - stratification system in which the social strata within it are hereditary and endogamous. The entire system is sanctioned by the mores, laws, and usually the religion of the society in question.

CHIEFDOM - estate, place, or dominion of a chief. Currently the term is also used to refer to a society at a level of social intergration a stage above that of tribal society, characterized by a redistributive economy and centralized political authority.

CLASS - a stratum in a hierarchically organized social system; unlike a caste, endogamy is not a requirement (though it is often favored), and individuals do have the possibility (though not the probability) of moving to a neighboring stratum.

COLONIALISM - process by which a foreign power holds political, economic, and social control over another people.

COMMUNITY - process by which man lives in relationship to his fellow man. It is also a social group of any size whose members reside in a specific locality, share government, and have a common cultural and historical heritage. These units of social and territorial organization that dot the face of the earth are referred to as hamlets, villages, towns, cities or metropolitan areas. In essence the term refers to the places where people maintain their homes, earn a living, rear their children, and carry on most of their life activities. Community is not a "thing". It is a set of processes involving social structure and cultural behavior which are based on core values.

CONFORMITY - action that is in accordance with some established custom, usage, practice, or tradition.

CULTURAL CONFLICT - exchange of verbal and nonverbal behaviors symbolizing opposition which may result from cultural groups coming into contact for many reasons: trade, exploration, etc. Some of the most bitter conflicts at the community level in America and throughout the world have centered around strained ethnic relations.

CULTURAL DETERMINISM - the conception that a cultural system or way of life exerts or is capable of exerting a determining influence upon other aspects of human behavior, i.e., the influence is such that these aspects are what they are because of such influence.

CULTURAL EVOLUTION - process of invention, diffusion, and elaboration of the behavior that is learned and taught in groups and is transmitted from generation to generation; often used to refer to the development of social complexity.

CULTURAL RELATIVISM - methodological orientation in anthropology, the basis of which is the idea that every culture is unique and therefore each cultural item must be understood in its own terms.

CULTURE - that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by humans as a member of society. It is also an organization of phenomena (material objects, bodily acts, ideas, and sentiments) which consist of or is dependent upon the use of symbols.

CULTURE CHANGE - modification of culture through time. This definition becomes more precise only when the situations and processes of such modification are fully analyzed. Culture change is often used interchangeably with cultural dynamics.

DIFFUSION - process by which members of one culture learn and adapt to their own way of doing things, new items of knowledge, new aptitudes, new solutions to problems, the production and use of new tools, or acquire any other new (to them) element of culture from another group.

DOMESTICATION - the process by which humans train plants and/or animals to serve humankind. The first domestication represents a major breakthrough in man's technological evolution, i.e., food production as opposed to food gathering.

ECOSYSTEM - the systemic interrelations of the ecologies of the principal populations of a given habitat. Some anthropologists describe culture in terms of their utilization of energy and the production of cultural materialism.

EGALITARIAN SOCIETY - society that makes all achieved statuses equally accessible to all its adult members.

ENDOGAMY - system in which a group of people mate only within that group of gene pool.

ETHNIC BOUNDARIES - marking of territorial space relating to groups with different cultural backgrounds and values.

ETHNIC GROUP - group of people within a larger social and cultural unit who identify themselves as a culturally and historically distinct entity, separate from the rest of that culture.

ETHNICITY - characteristic cultural, linguistic, and religious traditions that a given group of people use to establish their distinct social identity — usually within a larger social unit.

EXOGAMY - custom by which members of a group regularly marry outside the group.

EXTENDED FAMILY - linking together of two or more nuclear families: horizontally, through a sibling link; vertically, through the parent-child link.

FUNCTIONALISM - theory that states that each part of any culture has a function in the operation of the culture as a whole. No matter how strange, exotic, and irrational some traits of another culture or even one's own culture may seem, they turn out to serve a function that is logical and rational and necessary in the operation of the particular culture of which they are a part.

GENE POOL - people receive their physical characteristics from genes, the units of inheritance. Biological races usually display physical characteristics which show a clustering of genetically inherited traits. This clustering of traits constitutes a gene pool.

LEGAL SANCTION - formal, unpleasant, socially enacted response to an individual's or group's noncompliance with the law, or a legal decision meant to compel that compliance.

LEGITIMACY - central notion in political anthropology describing the acceptance of established political power by the general population as morally right.

MARKET EXCHANGE - exchange of goods involving an all-purpose medium of exchange (money and credit). Points to remember about market exchange:

1. occurs when food-getting technology becomes so efficient that surpluses are regularly produced;
2. does not depend on finding someone who has what you need and needs what you have;
3. can operate with strangers since element of trust involved is minimal;
4. different societies have different types of markets.

MATERIAL CULTURE - equipment and artifacts used by the membership of a cultural system including the permanent and tangible effects that past and present memberships have had upon the environment.

NUCLEAR FAMILY - small social unit consisting of a husband and wife and their children, typical of a monogamous marriage with neolocal residence.

PLASTICITY - the idea that human physical characteristics are constantly changing as a function of their adaptation to the environment, both physical and sociocultural.

PLURALISM - characteristic of many complex societies, marked by the presence of several or numerous subgroups that co-exist within a common political and economic system.

POLITICAL CULTURE - those aspects of cultural behavior that have to do with the establishment and enforcement of behavioral standards and with the circulation of individuals from status to status.

RECIPROCITY - giving and receiving of gifts, usually consisting of material items, favors, or specific forms of labor.

REDISTRIBUTION - accumulation of goods by a particular person or in a particular place for the purpose of subsequent distribution. Points to remember about redistribution:

1. found in all societies but becomes an important mechanism of distribution only in societies with political hierarchies;
2. surpluses are deposited with distributor (chief) to be used by the people in time of need;
3. redistribution systems are subject to possible inequalities:
   a. in some societies, distributor (chief) may be driven to poverty in trying to provide for the needs of his people;
   b. in other societies, distributor (chief) may keep inordinate amounts of goods for himself and his family.

REVITALIZATION MOVEMENTS - religious movements of a reformative nature that arise among exploited or disorganized groups (often after socioeconomic or political traumas) and that attempt to reinject culturally salient meaning into people's lives — often through a radical assault on existing conditions and/or institutions.

RITES OF SOLIDARITY - various rituals, usually but not necessarily religious, which in addition to their intended purposes also develop and maintain feelings of group solidarity among participants.

RURAL/URBAN CONTINUUM - process of viewing communities whether they are rural or urban (old vs contemporary) as one evolutionary development.

SOCIAL CHANGE - refers to a continuous process over a period of time in which differences in human relationships take place.

SOCIAL ORGANIZATION - the way in which relationships among the members of a cultural system are organized to facilitate the carrying out of characteristic activities.

SOCIAL RACE - folk category of the English language that refers to discrete groups of human beings who are categorically separated from one another on the basis of arbitrarily selected phenotypic traits.

SOCIAL STRATIFICATION - process of classifying members of a community or group into categories above or below one another on a scale based on status, wealth, power, and prestige.

SOCIAL STRUCTURE - set of positions or statuses arranged in terms of principles of relationship such as kinship or rank.

TECHNOLOGY - a society's use of knowledge, skills, implements, and sources of power to exploit and partially control the natural environment and to engage in production and reproduction of its goods and services.

TRIBE - politically independent group usually claiming a definite territory and often with a distinctive dialect and culture.

VARIATION - humans belong to one biological group (Homo sapiens), though there is a large range of variation within this group. There are generally more differences (physical) within an ethnic group than between ethnic groups.

PROJECT TO INCORPORATE ANTHROPOLOGICAL
CONCEPTS OF HUMAN DIVERSITY IN SECONDARY
SOCIAL STUDIES CURRICULA

TASK FORCE CONCEPTS

SOCIAL STUDIES
This Is Our World
Grade 7
Code: SS07

Module	Chapters	Concepts
1	1-2	Nuclear Family - small social unit consisting of a husband and wife and their children, typical of a monogamous marriage with neolocal residence.
2	3-8	Extended Family - linking together of two or more nuclear families: horizontally, through a sibling link; vertically, through the parent-child link.
3	9-14	Plasticity - the idea that human physical characteristics are constantly changing as a function of their adaptation to the environment, both physical and sociocultural.
4	15-20	Ethnic Group - group of people within a larger social and cultural unit who identify themselves as a culturally and historically distinct entity, separate from the rest of that culture.
5	21-24	Adaptation - the process by which humans are able to change, both physically and socioculturally, to meet the demands of the environment.

TENNESSEE HISTORY
Your Tennessee
Grade 7
Code: TH07

Module	Chapters	Concepts
1	1-3	Tribe - politically independent group usually claiming a definite territory and often with a distinctive dialect and culture.
2	4-6	Community - process by which man lives in relationship to his fellow man. It is also a social group of any size whose members reside in a specific locality, share government, and have a common cultural and historical heritage. These units of social and territorial organization that dot the face of the earth are referred to as hamlets, villages, towns, cities, or metropolitan areas. In essence the term

TENNESSEE HISTORY(continued)

Module	Chapters	Concepts
		refers to the places where people maintain their homes, earn a living, rear their children, and carry on most of their life activities. Community is not a "thing". It is a set of processes involving social structure and cultural behavior which are based on core values.
3	7-12	Social Change - refers to a continuous process over a period of time in which differences in human relationships take place
4	13-17	Ethnic Boundaries - marking of territorial space relating to groups with different cultural backgrounds and values.
5	18-20	Material Culture - equipment and artifacts used by the membership of a cultural system including the permanent and tangible effects that past and present memberships have had upon the environment.

U. S. HISTORY
Freedom's Trail
Grade 8
Code: USH08

Module	Chapters	Concepts
1	1-9	Diffusion - process by which members of one culture learn and adapt to their own way of doing things, new items of knowledge, new aptitudes, new solutions to problems, the production and use of new tools, or acquire any other new (to them) element of culture from another group.
2	10-15	Cultural Relativism - Methodological orientation in anthropology, the basis of which is the idea that every culture is unique and therefore each cultural item must be understood in its own terms.
3	16-21	Social Race - folk category of the English language that refers to discrete groups of human beings who are categorically separated from one another on the basis of arbitrarily selected phenotypic traits.
4	22-25	Assimilation - disappearance of a minority group through the loss of particular identifying physical or sociocultural characteristics.
5	26-28	Ethnicity - characteristic cultural, linguistic, and religious traditions that a given group of people use to establish their distinct social identity — usually within a larger social unit.

CIVICS
American Civics
Grade 9
Code: C09

Module	Chapters	Concepts
1	1-8	Rites of Solidarity - various rituals, usually but not necessarily religious, which in addition to their intended purposes also develop and maintain feelings of group solidarity among participants.
2	9-13	Egalitarian Society - society that makes all achieved statuses equally accessible to all its adult members.
3	14-18	Caste System - stratification system in which the social strata within it are hereditary and endogamous. The entire system is sanctioned by the mores, laws, and usually the religion of the society in question.
4	19-20	Legitimacy - central notion in political anthropology describing the acceptance of established political power by the general population as morally right.
5	21-23	Legal Sanction - formal, unpleasant, socially enacted response to an individual's or groups's noncompliance with the law, or a legal decision meant to compel that compliance.

WORLD HISTORY
Man's Unfinished Journey: A World History
Grade 10
Code: WH10

Module	Chapters	Concepts
1	1-8	Domestication - process by which humans train plants and animals to serve humankind. The first domestication represents a major breakthrough in man's technological evolution, i.e., food production as opposed to food gathering.
2	9-17	Culture Change - modification of culture through time. This definition becomes more precise only when the situations and processes of such modification are fully analyzed. Culture change is often used interchangeably with cultural dynamics.
3	18-24	Technology - a society's use of knowledge, skills, implements, and sources of power in order to exploit and partially control the natural environment and to engage in production and reproduction of its goods and services.

WORLD HISTORY (continued)

Module	Chapters	Concepts
4	25-30	Cultural Conflict - exchange of verbal and nonverbal behaviors symbolizing opposition which may result from cultural groups coming into contact for many reasons: trade, exploration, etc. Some of the most bitter conflicts at the community level in America and throughout the world have centered around strained ethnic relations.
5	31-37	Ecosystem - the systemic interrelations of the ecologies of the principal populations of a given habitat. Some anthropologists describe culture in terms of their utilization of energy and the production of cultural materialism.

WORLD GEOGRAPHY
Land and People: A World Geography
Grade 11
Code: WG11

Module	Chapters	Concepts
1	4-8	Biological Race - subdivision of the human family in which its members, or members of another group, agree upon their similarity in physical characteristics. Biological races generally stem from the same gene pool.
2	9-14	Variation - humans belong to one biological group (Homo sapiens), though there is a large range of variation within this group. There are generally more differences (physical) within an ethnic group than between ethnic groups.
3	15-17	Gene Pool - people receive their physical characteristics from genes, the units of inheritance. Biological races usually display physical characteristics which show a clustering of genetically inherited traits. This clustering of traits constitutes a gene pool.
4	18-25	Endogamy - system in which a group of people mate only within that group, or gene pool.
5	26-28	Exogamy - custom by which members of a group regularly marry outside the group.

AMERICAN HISTORY
History of a Free People
Grade 12
Code: AH12

Module	Chapters	Concepts
1	1-10	Cultural Evolution - process of invention, diffusion, and elaboration of the behavior that is learned and taught in groups and is transmitted from generation to generation; often used to refer to the development of social complexity.
2	5-11	Colonialism - process by which a foreign power holds political, economic, and social control over another people.
3	12-18	Revitalization Movements - religious movements of a reformative nature that arise among exploited or disorganized groups (often after socioeconomic or political traumas) and that attempt to reinject culturally salient meaning into people's lives — often through a radical assault on existing conditions and/or institutions.
4		Reciprocity - giving and receiving of gifts, usually consisting of material items, favors, or specific forms of labor.
5	29-34	Pluralism - characteristic of many complex societies, marked by the presence of several or numerous subgroups that co-exist within a common political and economic system.

AMERICAN GOVERNMENT
Magruder's American Government
Grade 12
Code: AG12

Module	Chapters	Concepts
1	1-4	Political Culture - those aspects of cultural behavior that have to do with the establishment and enforcement of behavioral standards and with the circulation of individuals from status to status.
2	5-7	Conformity - action that is in accordance with some established custom, usage, practice, or tradition.
3	8-11	Class - a stratum in a hierarchically organized social system; unlike a caste, endogamy is not a requirement (though it is often favored), and individuals do have the possibility (though not the probability) of moving to a neighboring stratum.

AMERICAN GOVERNMENT(continued)

Module	Chapters	Concepts
4	12-14	Chiefdom - estate, place, or dominion of a chief. Currently the term is also used to refer to a society at a level of social intergration a stage above that of tribal society, characterized by a redistributive economy and centralized political authority.
5	15-27	Band - simplest level of social organization; by very little political organization and consisting of small (50-300 persons) groups of families.

ECONOMICS
Economics: Principles and Practices
Grade 12
Code: #12

Module	Chapters	Concepts
1	1-2	Cultural Determinism - the conception that a cultural system or way of life exerts or is capable of exerting a determining influence upon other aspects of human behavior, i.e., the influence is such that these aspects are what they are because of such influence.
2	3-11	Market Exchange - exchange of goods involving an all-purpose medium of exchange (money and credit). Points to remember about market exchange: 1. occurs when food-getting technology becomes so efficient that surpluses are regularly produced; 2. does not depend on finding someone who has what you need and needs what you have; 3. can operate with strangers since element of trust involved is minimal; 4. different societies have different types of markets.
3	12-20	Redistribution - accumulation of goods by a particular person or in a particular place for the purpose of subsequent distribution. Points to remember about redistribution: 1. found in all societies but becomes an important mechanism of distribution only in societies with political hierarchies; 2. surpluses are deposited with distributor (chief) to be used by the people in time of need; 3. Redistribution systems are subject to possible inequalities: a. in some societies, distributor (chief) may be driven to poverty in trying to provide

ECONOMICS(continued)

Module	Chapters	Concepts
		for the needs of his people; b. in other societies, distributor (chief) may keep inordinate amounts of goods for himself and his family.
4	21-23	Capitalism - economic system in which investment in and ownership of the means of production, distribution, and exchange of wealth is made and maintained chiefly by private individuals or corporations.
5	24-28	Functionalism - theory that states that each part of any culture has a function in the operation of the culture as a whole. No matter how strange, exotic, and irrational some traits of another culture or even one's own culture may seem, they turn out to serve a function that is logical and rational and necessary in the operation of the particular culture of which they are a part.

SOCIOLOGY
Inquiries in Sociology
Grade 12
Code: S12

Module	Chapters	Concept
1	1	Culture - that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by humans as a member of society. It is also an organization of phenomena (material objects, bodily acts, ideas, and sentiments) which consist of or is dependent upon the use of symbols.
2	2	Social Organization - the way in which relationships among the members of a cultural system are organized to facilitate the carrying out of characteristic activities. Social Structure - set of positions or statuses arranged in terms of principles of relationship such as kinship or rank.
3	3	Social Stratification - process of classifying members of a community or group into categories above or below one another on a scale based on status, wealth, power, and prestige.
4	4	Rural/Urban Continuum - process of viewing communities whether they are rural or urban (old vs contemporary) as one evolutionary development.

APPENDIX D

PROJECT TO INCORPORATE ANTHROPOLOGICAL
CONCEPTS OF HUMAN DIVERSITY IN SECONDARY
SOCIAL STUDIES CURRICULA

WEEK 1

MONDAY, JUNE 2

Morning Session

Welcome - Jerry N. Boone, Interim President
Memphis State University

Willie W. Herenton, Superintendent
Memphis City Schools

Introductions - Duane M. Giannangelo

Project Overview - Duane M. Giannangelo

Anthropology Concept Pre-Test
(Post-test will be administered on Monday morning, June 16.)

Participant Descriptive Narrative

Anthropology and Its Role in the Social Studies Program -
Thomas W. Collins
Department of Anthropology
Memphis State University

Afternoon Session

Anthropological Tour of Selected Areas of the City of Memphis

TUESDAY, JUNE 3

Morning Session

Project participants work with Dr. George Armelagos, consultant from the University of Massachusetts (Amherst), developing anthropological background.

Anthropological Concepts of Culture and Society - Thomas W. Collins

Participants Registration - Fieldhouse

Afternoon Session

Project participants work with Dr. George Armelagos developing anthropological background.

WEDNESDAY, JUNE 4

Morning Session

Project participants work with Dr. George Armelagos developing anthropological background.

Genetic Inheritance - David Stevenson
Department of Anthropology
Memphis State University

Afternoon Session

Project participants work with Dr. George Armelagos developing anthropological background.

THURSDAY, JUNE 5

Morning Session

Project participants work with Dr. Lewis Carlson, consultant from Western Michigan University (Kalamazoo), to develop anthropological background.

Concepts of Subculture and Ethnicity - Charles Williams
Department of Anthropology
Memphis State University

Afternoon Session

Project participants work with Dr. Lewis Carlson developing anthropological background.

George Armelagos

FRIDAY, JUNE 6

Morning Session

Project participants work with Dr. Lewis Carlson developing anthropological background.

Concepts of Community - Charles Williams

Afternoon Session

Project participants work with Dr. Lewis Carlson developing anthropological background.

WEEK 2

MONDAY, JUNE 9

Morning Session

Problem Solving Approaches - John F. Thompson
Department of Curriculum and Instruction
Memphis State University

John A. Masla
Department of Curriculum and Instruction
Memphis State University

Afternoon Session

Problem Solving Approaches - John F. Thompson
John A. Masla

TUESDAY, JUNE 10

Morning Session

Task Force Assignments - Duane M. Giannangelo

Problem Solving in Secondary Social Studied Classrooms - John F. Thompson
John A. Masla

Module Development - John F. Thompson

Afternoon Session

Task Force Strategy Session

Activity Development

WEDNESDAY, JUNE 11

Morning Session

Activity Development

Each person must have six (6) activities completed by 3:00 P.M.

THURSDAY, JUNE 12

Task force editing and refining of the forty-two (42) activities.

10:00 A.M. Lecture: Ethnography - Thomas W. Collins
David Stevenson
Charles Williams

Activity Development - Each person must have eleven (11) activities completed by 3:00 P.M., Friday, June 13.

FRIDAY, JUNE 13

Activity Development - Each person must have eleven (11) activities completed by 3:00 P.M.

WEEK 3

MONDAY, JUNE 16

Anthropology Concept Post-Test

Participant Descriptive Narrative

Task force editing and refining of the additional sixty-six (66) activities.

TUESDAY, JUNE 17

Lecture: Bio-Culture - David Stevenson

Each task force is to have one (1) module folder completed and turned in to the project director by noon.

Activity Development - Each person is to have five (5) activities completed by 3:00 P.M.

WEDNESDAY, JUNE 18

Task force editing and refining of the additional thirty-five (35) activities.

Activity Development - Each person must have ten (10) activities completed by 3:00 P.M., Thursday, June 19.

THURSDAY, JUNE 19

Lecture: Additional View of Regional Culture and Its Institutions - Charles Williams

Activity Development - Each person must have ten (10) activities completed by 3:00 P.M.

FRIDAY, JUNE 20

Task force editing and refining of the additional seventy (70) activities.

Each task force must turn in to the project director completed folders two (2) and three (3) by 3:00 P.M.

WEEK 4

MONDAY, JUNE 23

Activity Development - Each person must complete six (6) activities by noon on Tuesday, June 24.

TUESDAY, JUNE 24

Activity Development

Task force editing and refining of the additional forty-two (42) activities.

Each task force must turn in to the project director completed folder four (4) by 3:00 P.M.

WEDNESDAY, JUNE 25

Lecture: Ethnic Ecology and Future Anthropology - Thomas W. Collins

Activity Development - Each person must complete six (6) activities by noon on Thursday, June 26.

THURSDAY, JUNE 26

Activity Development

Task force editing and refining of the additional forty-two (42) activities.

FRIDAY, JUNE 27

Each task force must turn in to the project director folder five (5) by noon.

Project Summary

APPENDIX E

TO: Dr. Duane M. Giannangelo, Project Director

FROM: L. Patrick Davis, Central Area Social Studies Consultant

SUBJECT: Module Evaluation - Project to Incorporate Anthropological Concepts of Human Diversity in Secondary Social Studies Curricula

DATE: August 4, 1980

First of all please allow me to congratulate you and your staff for achieving excellence in the Anthropological Project. The content, activities and materials have been very skillfully selected. A wide range of activities has been incorporated into the various modules. My comments are summarized in the form of questions:

1. Should a brief overview for each topic be included to provide the students with some background information?

2. Will a suggested time schedule be of any benefit to the students and teachers?

3. Should specific skills or competencies to be mastered by the students be identified in a similar format in the lesson such as the topic, title, objective, etc.?

4. How will the interrelationships between the different topics and activities be determined by the teacher? Will a section labeded, Follow-up Activities, be of any benefit?

5. Are the oral expression skills explicitly identified in some of the activities for the students?

6. What will determine whether, or not, each of the objectives for the various lessons has been achieved by the students and the teachers?

I hope that these few comments will be of some value to you and your staff. If I can be of any further service to you, please do not hesitate to call on me.

Diane,

There are a lot of "loner" activities in this folder - most evaluation is/would be based on written summaries & I question the time element for the teacher.

C Pickle

Some very good activities